

Edith L Frierson Elementary

6133 Maybank Highway
Wadmalaw Island, SC 29487

Grades	PK-6 Elementary School	
Enrollment	118 Students	
Principal	Blondell B. Adams	843-559-4500
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	39	64	14

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	Yes
2004	Average	Unsatisfactory	Yes
2005	Below Average	Unsatisfactory	Yes

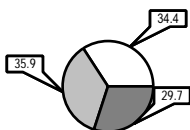
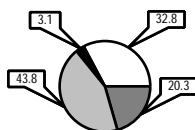
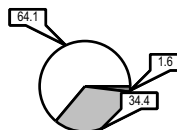
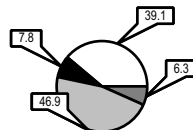
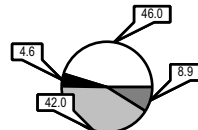
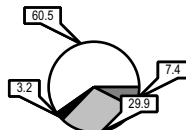
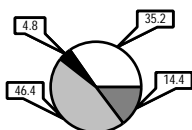
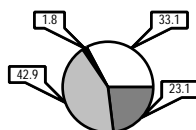
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	68	94.1	30.0	38.3	31.7	0.0	43.3	Yes	Yes
Gender									
Male	32	87.5	59.3	25.9	14.8	0.0	25.9		
Female	36	100.0	6.1	48.5	45.5	0.0	57.6		
Racial/Ethnic Group									
White	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	64	93.8	28.1	40.4	31.6	0.0	43.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	51	100.0	14.9	46.8	38.3	0.0	53.2		
Disabled	17	76.5	84.6	7.7	7.7	0.0	7.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	68	94.1	30.0	38.3	31.7	0.0	43.3		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	67	94.0	28.8	39.0	32.2	0.0	44.1		
Socio-Economic Status									
Subsidized meals	65	93.9	29.3	39.7	31.0	0.0	43.1	Yes	Yes
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	68	94.1	28.3	46.7	21.7	3.3	43.3	Yes	Yes
Gender									
Male	32	87.5	44.4	40.7	11.1	3.7	29.6		
Female	36	100.0	15.2	51.5	30.3	3.0	54.5		
Racial/Ethnic Group									
White	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	64	93.8	26.3	49.1	22.8	1.8	43.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	51	100.0	14.9	55.3	25.5	4.3	53.2		
Disabled	17	76.5	76.9	15.4	7.7	0.0	7.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	68	94.1	28.3	46.7	21.7	3.3	43.3		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	67	94.0	27.1	47.5	22.0	3.4	44.1		
Socio-Economic Status									
Subsidized meals	65	93.9	27.6	46.6	22.4	3.4	43.1	Yes	Yes
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	68	95.6	62.3	36.1	1.6	0.0	1.6
Gender							
Male	32	90.6	75.0	21.4	3.6	0.0	3.6
Female	36	100.0	51.5	48.5	0.0	0.0	0.0
Racial/Ethnic Group							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	64	95.3	62.1	36.2	1.7	0.0	1.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	51	100.0	51.1	46.8	2.1	0.0	2.1
Disabled	17	82.4	N/AV	N/AV	N/AV	N/AV	N/AV
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	68	95.6	62.3	36.1	1.6	0.0	1.6
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	67	95.5	61.7	36.7	1.7	0.0	1.7
Socio-Economic Status							
Subsidized meals	65	95.4	62.7	35.6	1.7	0.0	1.7
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	68	95.6	36.1	49.2	6.6	8.2	14.8
Gender							
Male	32	90.6	50.0	42.9	0.0	7.1	7.1
Female	36	100.0	24.2	54.5	12.1	9.1	21.2
Racial/Ethnic Group							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	64	95.3	36.2	50.0	6.9	6.9	13.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	51	100.0	25.5	57.4	8.5	8.5	17.0
Disabled	17	82.4	71.4	21.4	0.0	7.1	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	68	95.6	36.1	49.2	6.6	8.2	14.8
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	67	95.5	36.7	48.3	6.7	8.3	15.0
Socio-Economic Status							
Subsidized meals	65	95.4	37.3	49.2	6.8	6.8	13.6
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	14	100.0	18.2	27.3	45.5	9.1	54.5
	4	18	100.0	13.3	46.7	40.0	N/A	40.0
	5	32	96.9	38.7	58.1	3.2	N/A	3.2
	6	17	100.0	43.8	43.8	12.5	N/A	12.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	20	95.0	17.6	11.8	70.6	0.0	70.6
	4	12	100.0	40.0	40.0	20.0	0.0	20.0
	5	14	100.0	15.4	76.9	7.7	0.0	7.7
	6	22	86.4	41.2	35.3	23.5	0.0	23.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	14	100.0	9.1	45.5	45.5	N/A	45.5
	4	18	100.0	26.7	40.0	33.3	N/A	33.3
	5	32	96.9	58.1	35.5	6.5	N/A	6.5
	6	17	100.0	68.8	31.3	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	20	95.0	11.8	41.2	35.3	11.8	47.1
	4	12	100.0	60.0	10.0	30.0	0.0	30.0
	5	14	100.0	15.4	84.6	0.0	0.0	0.0
	6	22	86.4	29.4	47.1	23.5	0.0	23.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	20	100.0	44.4	50.0	5.6	0.0	5.6
	4	12	100.0	60.0	40.0	0.0	0.0	0.0
	5	14	100.0	92.3	7.7	0.0	0.0	0.0
	6	22	86.4	52.9	47.1	0.0	0.0	0.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	20	100.0	5.6	44.4	22.2	27.8	50.0
	4	12	100.0	30.0	70.0	0.0	0.0	0.0
	5	14	100.0	61.5	38.5	0.0	0.0	0.0
	6	22	86.4	47.1	52.9	0.0	0.0	0.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 118)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.9%	Down from 8.9%	3.9%	3.0%
Attendance rate	97.0%	Down from 97.3%	95.9%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.1%	Down from 11.4%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.1%	Down from 11.4%	5.4%	3.2%
Eligible for gifted and talented	10.1%	Up from 6.2%	4.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.2%	Down from 10.1%	8.1%	8.2%
Older than usual for grade	0.0%	Down from 4.5%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 14)				
Teachers with advanced degrees	71.4%	No change	50.0%	52.6%
Continuing contract teachers	100.0%	Up from 92.9%	77.1%	83.3%
Highly qualified teachers	85.7%	Down from 100.0%	92.2%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	3.0%	0.0%
Teachers returning from previous year	92.1%	Down from 94.9%	83.0%	87.0%
Teacher attendance rate	96.6%	Up from 95.4%	94.9%	95.0%
Average teacher salary	\$44,867	Up 0.3%	\$40,215	\$41,703
Prof. development days/teacher	12.2 days	Down from 12.4 days	14.3 days	12.8 days
School				
Principal's years at school	1.0	No change	4.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 13.2 to 1	16.5 to 1	18.8 to 1
Prime instructional time	92.3%	Up from 91.5%	88.7%	89.8%
Dollars spent per pupil*	\$9,916	Up 2.6%	\$7,383	\$6,242
Percent of expenditures for teacher salaries*	68.1%	Up from 65.1%	63.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As we continue to embrace the concept that "It takes a village to raise a child," we continue to practice this concept. We utilize our parents and community members to help us educate our children. In preparing to serve our children much analyzing of our performance of the past year was done. In working to satisfy our insatiable need to excel, we made what we believe to be significant changes. In keeping with our focus, we added best practices to our reading and math programs. We raised the bar for our children in mathematics instruction. We included all children by implementing hands on approach to science. Our teachers are constantly involved in training to promote acceleration for all.

Teachers and staff common plan for the success of all children. They can often be found discussing alternative strategies to help students succeed. They can also be found planning ways for parents to help their children. We thank them for their concern, dedication, and willingness to help stimulate the minds of children as they learn. We are grateful to our parents who support us by coming in for conferences, working with their children, and supporting school activities. Our volunteers and mentors assist us in helping our children understand the value of giving and helping others. They also help our children to see their individual talents. We appreciate them, love them, and thank them for their untiring support. Each community can boast of something that is uniquely theirs and ours is the support and help we continue to receive from our Faith Community. Our Faith Community helps to instill values and build character as well as reward our students for success. We say to them, thank you.

Our main goal will continue to be to help all of our children become lifelong learners and productive citizens of our community.

Blondell B. Adams, Principal

Jennifer Robinson, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	12	19	12
Percent satisfied with learning environment	83.3%	78.9%	83.3%
Percent satisfied with social and physical environment	91.7%	72.2%	83.3%
Percent satisfied with school-home relations	75.0%	78.9%	81.8%

*Only students at the highest elementary school grade level at this school and their parents were included.